

1st Nine Weeks: Living Systems

	Progression Levels	Learning Progression***Decision Point
Learning Targets	<p>Students will be understand and be able to identify survival characteristics of living organisms within their ecosystem.</p> <p><u>Learning Target:</u> <i>Students will be able to describe, explain, and investigate survival characteristics of living organisms within their ecosystem.</i></p>	<p>*describe physical characteristics of environments and support within the ecosystem</p> <p>*identify flow of energy in a food chain and how changes within affect the ecosystem</p> <p>***think, pair, share</p> <p>*explain how organisms adapt or perish due to environmental changes</p> <p>***quick write</p> <p>***create and label a food chain demonstrating how organisms adapt and affect one another; write about how the chain would change if an organism was withdrawn from it</p>
Formative Assessments (for learning)	<ol style="list-style-type: none"> 1. Think, Pair, Share 2. Quick Write 	
	<p>Students will be able to name learned and inherited traits of living organisms.</p> <p><u>Learning Target:</u> <i>Students will be able to distinguish between and analyze learned and inherited traits of living organisms.</i></p>	<p>*explore and describe structures and functions of living things that allow them to survive</p> <p>*explore and define inherited and learned traits</p> <p>***thumbs up, thumbs down</p> <p>*investigate and compare how animals and plants change in their diverse life cycles</p> <p>***given two animals, students list the inherited and learned traits, as well as compare how these help them survive in their environment</p>
Formative Assessments (for learning)	<ol style="list-style-type: none"> 1. Thumbs Up, Thumbs Down 	
	<p>Students will understand the scientific process and how to carry out investigations.</p> <p><u>Learning Target:</u></p>	<p>*introduce science journal for investigations</p> <p>*define and model each step of the scientific process</p>

	<i>Students will be able to complete the scientific process by planning, collecting, observing, analyzing and interpreting data when carrying out investigations.</i>	*practice performing experiments as a whole group to model the scientific process *teach scientific process song ***give students a small experiment to carry out an investigation following the scientific process, using science journal ***Circular Check
Formative Assessments (for learning)	1. Circular Check	
	Students will understand how to appropriately use safety equipment and tools for scientific research. <u>Learning Target:</u> <i>Students will be able to apply their understanding of how to appropriately use safety equipment and tools for scientific research.</i>	*introduce the different types of equipment and their uses *model appropriate and inappropriate ways to use the different types of equipment ***color cards *have students role play appropriate and inappropriate uses of equipment ***monitor and observe students using safety equipment and tools appropriately during investigations; provide feedback to student
Formative Assessments (for learning)	1. Color Cards 2. Monitor and Observe	

2nd Nine Weeks: Earth, Sun, and Planets

Learning Targets	Progression Levels	Learning Progression***Decision Point
	Students will be to identify how the earth's surfaces are formed and changed. <u>Learning Target:</u> <i>Students will be able to investigate and compare different landforms, and how the earth's surfaces are formed and changed.</i>	*explore how soils are formed *investigate rapid changes in Earth's surface ***12 Word Summary *identify and compare different landforms ***Illustrate the changes of soil and rock layers change over time to create landforms using plastic bottles and sand/rocks/dirt/water; write

		<p>explanation based upon scientific process</p> <p>***Student Conference</p>
Formative Assessments (for learning)	<ol style="list-style-type: none"> 12 Word Summary Student Conference 	
	<p>Students will be able to recall examples of natural resources, and define the steps of conservation and recycling.</p> <p><u>Learning Target:</u> <i>Students will be able to explore what makes natural resources useful in products, and make informed choices of conservation and recycling.</i></p>	<ul style="list-style-type: none"> *define and list examples of natural resources ***four corners *determine what resources derive from other natural resources ***crystal ball *explore how different products derive from natural resources ***classify products into groups of natural resources *review information about conservation and recycling ***turn to your partner ***decide and develop a plan to conserve or recycle within classroom
Formative Assessments (for learning)	<ol style="list-style-type: none"> Four Corners Crystal Ball Turn to your Partner 	
	<p>Students will be able to identify the planets and their position in the solar system.</p> <p><u>Learning Target:</u> <i>Students will be able to construct models that demonstrate the relationship of the Sun, Earth, Moon, and planets.</i></p>	<ul style="list-style-type: none"> *identify names of planets and their order in the solar system ***cross the line *memorize acronym: my very eager mother just served us nachos *review rotation and revolution of planets around Sun, and moon in relation to Earth *create sentence strip illustrating the distance and relationship of each planet from the Sun ***observation ***set up a literacy station that allows students to order models of planets and the moon in relation to the Sun; write facts and opinions about each planet,

		including facts that elaborate proof they understand their relationships to the Sun ***make up own acronym for the order of the planets from the Sun
Formative Assessments (for learning)	1. Cross the Line 2. Observation	
	Students will be able to identify characteristics of the Sun. <u>Learning Target:</u> <i>Students will be able to describe and illustrate the Sun and its composition.</i>	*share trade books about the Sun *develop flip books with table mates that illustrate the Sun and facts as they learn ***create sticky notes of 3 facts they recall from learning about the Sun; share with class and stick on Sun
Formative Assessments (for learning)	1. Sticky Notes	
	Students will understand weather changes. <u>Learning Target:</u> <i>Students will able to observe, measure, record, and compare day-to-day weather changes and how they are caused.</i>	*observe temperature over time in the classroom *assess and predict weather and its changes/patterns from day-to-day based on the newspaper ***graph temperature changes from day-to-day; summarize trends and patterns found in a 12 Word Summary
Formative Assessments (for learning)	1. 12 Word Summary	

3rd Nine Weeks: Matter and Energy

	Progression Levels	Learning Progression***Decision Point
Learning Targets	Students will understand and be able to classify the physical properties of matter. <u>Learning Target:</u>	*identify the physical properties of matter ***odd one out *test and record physical properties of matter *describe and classify samples of matter

	<i>Students will be able to predict and explore changes in different states of matter.</i>	*predict, observe, and record changes in the states of matter caused by heating and cooling; record in journal ***exit ticket *explore and recognize what a mixture is; oobleck ***Four Corners Game with the states of matter
Formative Assessments (for learning)	<ol style="list-style-type: none"> 1. Odd One Out 2. Exit Ticket 3. Four Corners 	
	Students will be able to classify different forms of energy. <i>Learning Target:</i> <i>Students will be able to explore different forms of energy.</i>	*read trade books about different forms of energy ***oral questioning ***display pictures of different activities/actions around the classroom; students rotate and discuss with group to decide which form of energy they observe ***muddiest point
Formative Assessments (for learning)	<ol style="list-style-type: none"> 1. Oral Questioning 2. Observation 3. Muddiest Point 	

4th Nine Weeks: Simple Machines

	Progression Levels	Learning Progression***Decision Point
Learning Targets	Students will understand how to show work by the motions of pushing and pulling. <i>Learning Target:</i> <i>Students will be able to demonstrate and analyze showing work by changes in motion of pushing and pulling, including forces such as gravity and magnetism.</i>	*demonstrate and observe changes in position and motion caused by pushing and pulling objects to show work ***cross the line *observes forces such as magnetism and gravity acting on objects ***pyramid ***charades: students present to classmates three unique ways of showing work by force in groups
Formative Assessments (for learning)	<ol style="list-style-type: none"> 1. Cross the Line 2. Pyramid 3. Charades 	